



The American International School of Budapest (AISB) seeks to appoint an Elementary Learning Innovation Lead

The American International School of Budapest

Founded in 1973, AISB is a private, non-profit educational institution. It is accredited by the Council of International Schools (CIS), and the Middle States Association of Colleges and Schools (MSACS.)

AISB is an International Baccalaureate (IB) World School and offers the Diploma program in addition to the American High School Diploma. AISB's basic tenet is to offer an international education through an American pedagogical approach, which highlights critical thinking skills, creativity and inquiry-based learning.

The School is a member of Central and Eastern European School Association (CEESA), Sports Council of International Schools (SCIS), International Baccalaureate (IB) and the International Schools Theatre Association (ISTA).

AISB occupies a single campus of 13.3 hectares on the northern outskirts of Budapest. The Middle/High School building houses 51 classrooms, library, cafeteria, computer rooms, double-sized gymnasium, single-size gymnasium, 25-meter swimming pool, 350-seat theatre, and performing and visual arts facilities. The Elementary building has 27 classrooms, library, cafeteria, computer rooms, double-size gymnasium and performing and visual arts facilities. On the grounds there are 2 soccer fields, an athletics track with lights, 4 lighted tennis courts and a basketball court.

AISB has a very strong Student Support Program, and Service Learning Program running throughout the entire school. AISB graduates are welcomed each year to a broad range of the World's most selective colleges and universities.

Governance

AISB is governed by an 11 person Board of Trustees who are elected or appointed for two-year terms up to a maximum of 6 years' tenure.



School Mission, Vision and Values

MISSION

We empower our learners
to build their futures
and contribute
to a better world.

VISION

Future Ready, today

VALUES

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

We pursue **EXCELLENCE** in all that we do.

We uphold high standards and act with integrity.

We invest in ourselves and take pride in our pursuits.

Our resilience is built through failure, perseverance, and achievement.

We promote **WELLBEING** so people flourish*.

*flourish - verb (SUCCEED)

We define flourish as reaching the highest levels of personal attainment, coupled with the highest levels of wellbeing.

We flourish when we have a purpose and feel safe, valued, and connected.

We emphasize kindness to ourselves and each other.

We are at our best when we maintain a healthy balance in our lives.

We design learning that challenges each individual to **GROW**.

Each of our learners is supported and stretched to reach their fullest potential.

Learning is about continuous adaptation and growth; it brings joy and meaning to our lives.

Learning is engaging when it is relevant and authentic.

We commit to **INCLUSION*** so that everyone belongs.

*Inclusion - noun

At AISB, inclusion means that everyone is seen, heard and valued.

We create a learning environment where individual needs are prioritized, so everyone has access to all that AISB has to offer. We want everyone to feel connected and see their identity, culture, and beliefs valued in our community.

Our diversity is our strength. Each and every voice matters.



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We respect and embrace our uniqueness, ensuring equity and access for all our students.

We are a caring community where everyone can find their place now and always.

We develop **GLOBAL CITIZENS** to make a positive impact together.

We act because we care.

We achieve more when we work together towards a more sustainable future.

We empower our learners to be catalysts of positive change in our community and beyond.

Enrollment

Current enrollment is 909 (ES: 368; MS: 232; HS: 309) there are 60 nationalities in the school with the top three being American (20%), Hungarian (19%), and Chinese (14%).

Faculty

In the 2021-22 school year, there are 114 full-time and 3 part-time faculty. 46% of faculty are U.S. citizens, 15% are Canadian, 14% are British. The remaining 25% of the faculty are from 12 other countries.

Non-Discrimination Policy

AISB does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, sex or marital status in its educational programs, activities, and services or its employment practices.



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Title: Elementary Learning Innovation {LIL}

Reports To: Elementary Principal and Director (as needed)

Position Overview:

The LIL reports directly to the Elementary Principal. Their primary function is to collaborate with all stakeholders to ensure the shared vision is understood and implemented to support the teaching and learning needs of all learners. The LIL engages and supports continuous learning and improvement in line with the guiding statements and focused on the preparation of learners for the future.

Qualifications and Experience:

Personal Attributes

- Establishes cooperative and collaborative working relationships with leadership, faculty, staff, students, and parents
- Illustrates organizational and time-management skills
- Accepts and manages change proactively and effectively
- Openly accepts and considers different perspectives
- Recognizes the importance of and engages in the process of continuous improvement
- Maintains a solution-based approach to problem-solving
- Demonstrates initiative and follow through
- Actively contributes to a positive school climate
- Engages in professional inquiry for personal and collegial growth
- Communicates effectively, in English, both in written and oral form
- Champions inclusion and voice

Knowledge

- Understands inquiry- and concept-based learning and the importance of collaboration for teaching and learning to be successful
- Is up-to-date on current theory and actively incorporates it into daily teaching and learning
- Demonstrates a concrete understanding of children's developmental stages
- Is well-versed in learning theories and effectively links them to daily practice
- Understands the role of technology and innovation in education and the importance of making authentic and meaningful connections within and across disciplines.

Degrees and Qualifications

- Holds a valid teaching certification (or equivalent) in elementary education
- Holds a Masters degree (preferred) specializing in educational



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- technology, innovation and/or leadership
- Recent training in instructional coaching or equivalent

Skills and Experience

- Recent experience
 - working with elementary-aged students (minimum five years and preferably across multiple grade levels)
 - coaching, co-teaching, and collaborating with colleagues to provide an integrated program for students
 - implementing inquiry- and concept-based teaching and learning
 - supporting authentic and meaningful transdisciplinary unit implementation
 - using a variety of assessment approaches and documentation to inform teaching and learning
 - collaborating and sharing expertise in the areas of inquiry, concept based learning, and integration within and across disciplines
 - supporting stakeholders in the developmentally appropriate use of technology inside and outside the classroom
 - promoting and guiding the effective and authentic implementation of multimedia tools and resources for learning
- Passion for leading continuous change through a collaborative approach
- Skilled in troubleshooting basic technology issues (technical and academic)
- Evidence of ongoing professional development and demonstration of best practice in effective teaching and learning and curriculum integration
- Effectively models and implements differentiation strategies in the classroom
- Professional and proficient communication with colleagues, parents, and students in English
- Technology literate in Web Applications, Google Applications, and other current trends in the field of technology and innovation
- Knowledge and understanding of the General Data Protection Regulation (GDPR) requirements and the subsequent policies, procedures, and measures to mitigate against data breaches in a school environment.

Key Responsibilities:

Collaboration:

- Collaborates effectively with
 - the elementary leadership on operational and strategic



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planning

- the learning forward coaches and the implementation of the professional inquiry cycle
- the elementary learning innovation assistant teachers, the director of technology and innovation, and the MS/HS learning innovation coach to ensure vertical and horizontal alignment of technology and innovation across divisions
- teachers and assistants to assist with effective innovation implementation that enhances practices and builds learner capacity
- elementary librarian, the elementary counselor, and the faculty and staff to ensure consistent and appropriate focus on digital citizenship and safeguarding
- students to promote creativity and agile thinking through the use of innovative tools and resources
- parents to educate and build understanding to support learning and build the home and school connection

Coaching

- Promotes continuous growth and development through the provision of
 - tools and resources that foster independent and collaborative learning
 - specific/targeted, action-oriented and focused feedback to help guide learning
 - provocations that promote learner creativity, wonder, and engagement
- Models
 - thinking, listening, and questioning techniques that encourage the inclusion of multiple perspectives to build understanding
 - the skills and dispositions of a continuous learner
 - professional inquiry that links theory to practice
- Shows respect for and value all community members' contributions of ideas and thinking, in a spirit of ongoing collaborative inquiry.
- Attends, supports, and participates in assemblies, grade-level EOTCs and special events (divisional and school-wide).
- Effectively navigates onsite, hybrid, distance learning or a combination of any of the three

Management/Supervision

- Assist students in developing their independence and social skills by modeling appropriate language, interactions, and positive behaviors at all times.



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- Assist teachers and students in creating a safe and positive learning environment, taking necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Share responsibility, along with teachers, during the school day for the supervision of students in all areas of the school
- Proactively manage student behavior in alignment with our child safety policy.

Professional Growth

- Continue professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning.
- Attend faculty, committee, and team conversations as required to reflect on and refine teaching and learning practices.

Professional Responsibilities

- Support and adhere to the mission, vision, and values of AISB, as well as board policies, administrative procedures, and school regulations, and support each of these to the community-at-large.
- Maintain appropriate work habits, including regular and punctual attendance and appropriate use of time
- Contribute to the annual ordering process advocating for and identifying resource needs and replacements and subscription renewals
- Establish and maintain collaborative relationships with members of the school community.
- Participates in and leads extracurricular activities
- Perform additional duties effectively (during and outside the regular school day) as required

AISB takes child safeguarding measures seriously.

***Appointments are subject to
satisfactory enhanced criminal checks.
AISB is an equal opportunity employer.***